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17. ABSTRACT (MAX. 250 WORDS) The statewide project is directed toward improving the teaching and learning of reading, writing and arithmetic in the primary grades. Involved will be better teacher orientation, reorganization of the school day, redeployment of staff members, redesign of the curriculum, use of television, and evaluative research.

A summer readiness program for preschool culturally disadvantaged children attempts to prepare them to make better academic and cultural adjustment to school. The regular school program will be organized in groups of 90 children to be taught and supervised by three teachers, a teacher aide or aides, and in some cases a teacher intern. The classes will be conducted in graded, nongraded, and ungraded structures. The staff working with the consultants will seek to develop new curricula and teaching methodology. Inservice education will be provided for unit teams. Seminars, use of television, and teacher exchanges between schools will aid in the development of teacher education.

Local school superintendents and boards of education will apply to the State Superintendent of Public Instruction for program funding. Some criteria for selection are: units located in communities having public affairs grants from the North Carolina Fund, units having consistent records of student retardation and dropout but reflecting potential for improvement, and proposals which are distinctive with respect to methods, media, and experimental value. The policies and procedures for project administration and supervision, and application form samples are included.

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ED002576

A

NORTH CAROLINA COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT

PROGRAM POLICIES AND PROCEDURES

(Adopted by State Board of Education June 4, 1964)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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COMPREHENSIVE
SCHOOL IMPROVEMENT PROJECT

State Department of Public Instruction
Raleigh, North Carolina

ED002576

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FOREWORD

To be meaningful and effective, any school improvement project which is both Statewide in coverage and comprehensive in curriculum content demands the commitment of teachers, supervisors, school administrators, state department personnel, teacher education staff members, parents, and youth. The North Carolina Comprehensive School Improvement Project, being financed jointly by the State Board of Education and by the Ford Foundation (through the North Carolina Fund) and being administered by the State Department of Public Instruction, presents such an opportunity.

This publication has been prepared to acquaint the people of the State with the program, purposes, policies, and procedures governing the special summer readiness activity and the regular primary grade programs which are encompassed by this Statewide curriculum improvement and action research project. It is hoped these materials will be of assistance to school personnel in planning their participation and in implementing their programs.

Chas. F. Carroll
State Superintendent of Public Instruction

February, 1965

PROGRAM

A. THE PROPOSAL "It is proposed that a comprehensive school improvement project be developed in the North Carolina public schools directed toward improving the teaching and learning of reading, writing, and arithmetic in the primary grades."

B. OBJECTIVES OF THE PROJECT

1. A better understanding of the backgrounds of experiences, values, and abilities which the children bring to the school; and a more realistic alignment of the demands schools make on children with these backgrounds.

2. A reorganization of the way the school day and year is allocated and of the way students are grouped for instruction, so that better provision can be made for individual differences in ability and in rate of learning.

3. A re-deployment of staff members in order to make better use of individual competences of the staff, and the possible employment, in a few instances, of additional staff members for certain specialized purposes, such as reduction in teacher-pupil ratio.

4. A re-designing of the curriculum, particularly in reading, writing, and arithmetic, as well as a re-designing of methods of instruction used with children with varying backgrounds of experiences, values, and abilities.

5. A better and more imaginative use of television and of other technological resources to promote more enhance instruction and learning; and a more effective use of these resources in teacher education, both preservice and inservice.

6. A determination, through research and evaluation, of the ways and means of incorporating in the public school system of the State the comprehensive school improvements developed in the project.

C. STRUCTURAL ORGANIZATION AND INSTRUCTIONAL DESIGN

Summer Readiness Programs

The Project provides for the establishment of summer readiness programs for culturally disadvantaged children scheduled to enter school in September, such programs to be organized and operated in accordance with the following criteria:

1. The summer program shall be operated in a public school and shall be under the jurisdiction of a county or city board of education. In the administration of the program, the State Superintendent of Public Instruction shall deal solely with the superintendent.

2. The program shall be operated for a period of not less than four hours per day for thirty days, with not more than five days scheduled per week. In order that the experiences of the summer program might be effectively transferred to the regular school term, the summer program should be scheduled during the latter part of the summer preceding the opening of school in September.

3. The students shall be selected by the county or city board of education and said board shall assume full liability for the program and for the protection and welfare of students and personnel involved. In the identification and selection of students, priority shall be given to culturally disadvantaged children as evidenced by such factors as:

   a. Low educational attainment of their parents
   b. Marginal family income
   c. Deprivation in opportunity to travel, to observe, to inquire, and to be associated with children and adults of more maturity
   d. Limited participation in community activities and socially enriching experiences
   e. Restricted home and environmental circumstances

4. The instructional activities to be pursued in the program shall be developed by the Project staff with assistance from the staff members of the Department of Public Instruction and from consultants available from colleges and universities offering kindergarten and primary education. In the development of the curriculum and in the selection of instructional materials, every attempt will be made to relate the summer readiness program to the curriculum and the materials used in the first grade without duplicating or replacing any of the experiences typically planned as a part

of the regular school program. Special consideration will be given to the construction of experiences appropriate to the needs of culturally disadvantaged children. In developing the sequences of activities, provision will be made for a least one orientation session per week with the parents of the children enrolled.

5. In the appraisal of proposals, priority will be given to those school units which:

a. Reflect community need for pre-school experiences in the development of cultural readiness for success in school.
b. Envision an instructional program composed of cumulative experiences which would compensate for cultural deprivation and enhance readiness for the first grade
c. Employ a staff of competent and qualified personnel to implement the program, as evidenced by:
   (1) certification—Class A Primary Certificate with at least two years of recent successful experience as a first grade teacher or as a full-time teacher in a kindergarten approved by the Department of Public Instruction
   (2) participation in orientation conferences planned by the Project staff for purposes of acquainting teachers with the characteristics of disadvantaged children, the curriculum and instructional materials developed for the program, and the procedures for evaluating the experimental phases of the program
d. Prepare a research design by which the effects of the summer readiness program on school success can be determined, through such methods as:
   (1) the identification of comparable control groups
   (2) the administration of both formal and informal, individual and group tests measuring such factors as language facility, manipulative dexterity, reading readiness, social adjustment, and achievement
   (3) judgment appraisals from teacher observation, based on previous experience with similar children
   (4) evaluation of parental reaction towards children and their school experiences by school personnel
e. Participate in the experimental program available under the Comprehensive School Improvement Project

6. The county or city board of education shall employ the summer staff, determine their length of service, and fix their compensation.

7. From funds available through the Comprehensive School Improvement Project, the State Board of Education will make available to county and city boards of education $30 per child for the implementation of the program; provided, funds will not be made available for classes of less than twenty children nor for more than five classes (one hundred children) in any one school administrative unit. Funds made available to boards of education may be used for the following purposes:

a. Salaries of personnel directly associated with the program (Supervisory and administrative personnel may not be included.)
b. Instructional materials
c. Mid-morning food items (egg, milk, juices, fruit, ice cream)

The application submitted by a county or city board of education shall include a proposed budget, indicate the sources of funds, and certify that any unused Project funds shall revert to the State Board of Education at the conclusion of the summer program.

8. Upon approval of the application by the State Board of Education, funds in the amount of $30 per child enrolled will be credited to the account of the administrative unit for disbursement as authorized by the Controller of the State Board of Education.

Regular School Programs

1. Regular school programs will be designed locally to serve the objectives of the project. In general, the programs will call for the organization of three primary class groups into a single unit. This unit may be made up of three first-grade class groups or some other combination of primary class groups. This unit will contain approximately 90 children, though it may contain fewer than that number. Three teachers will already have been assigned to these three primary grades. To this team of three teachers will be added the equivalent of one full-time teacher aide. It will be possible in certain places to add an intern to this team. This will make a composite

team including three certified teachers; a teacher aide or aides; and in some cases, where possible, an intern, to work with approximately 90 primary students in a graded, non-graded, or ungraded organization. A student teacher may be assigned to a team or to a team teacher when the college consultant and the locally involved staff members deem such to be wise. This is the typical student teaching agreement and, of course, there is no financial compensation for the college senior. In most cases, this team will stay with the same students for the three years of the project. During the three years of the project, different teams will use a variety of approaches to the problem, though individual teams will be encouraged to be consistent in their methods.

2. Local programs will make full use of a variety of materials. An abundance of books and other learning aids, including those specifically designed for students with low verbal ability, will be provided. Full use of television is intended, in cooperation with the State's educational station and with one or two commercial stations; use of radio, programmed learning, and other technological aids will be encouraged.

3. The State Department of Public Instruction will provide consultation and supervision for all schools in the project and will develop a staff team to work with the total School Improvement Project in program development and evaluation. The staff team will be composed of a project coordinator and such other full time and part-time personnel as may be needed to advise with the local school systems and the colleges that may participate. In addition to hiring new personnel, the State Department will extend the services of existing staff members to aid in the development and the consultant services that will be needed throughout the State. Members of the State staff will be provided the opportunities to become familiar with new innovations. Regional and State-wide conferences will be organized to acquaint the people of the State with the experimental programs under way.

4. Local school systems will be encouraged to seek assistance from conveniently located institutions, particularly in terms of inservice educational opportunities needed by the unit teams. To develop the best inservice teacher-education program, use will be made of television, radio, tapes, and other technological aids, as well as seminar classes, both on and off campus. An effort will be made to provide as much inservice educational help as possible during released time periods during the regular school day, so that the project will not overload the teachers with extra demands of time and travel that might detract from the time and energy they will need in working with the students. The possibility of extended periods of released time to permit certain team members to take courses on a college campus will be explored, and it appears to be a likely possibility in those schools where both a teacher aide and an apprentice teacher are part of the team.

5. Supplementary materials for television, radio, and other electronic media will be developed for class use and for inservice teacher education.

6. In order to provide teachers with experiences in differing school settings, and in order to provide for cross fertilization of ideas, a program will be developed to promote temporary teacher exchange between rural and urban schools and between schools from different sections of the State; likewise, opportunity will be provided for teachers to observe in an established situation during the year prior to their becoming participants in the project.

D. SELECTION OF PARTICIPATING SCHOOLS

1. Local school administrative units throughout the State will be given the opportunity to apply for inclusion in the project. Within the limits of the funds available, schools chosen for inclusion will be those showing need as demonstrated by past records of retardation and dropouts. Geographical and rural-urban representation of the entire State will be secured.

2. In determining the location of schools to be included in the Comprehensive School Improvement Project, the State Board of Education will work closely with the North Carolina Fund, with special consideration for those communities having grants in the public affairs areas, so that the home and community backgrounds of the students as well as their educational opportunities in the schools will be improved.

3. The project will provide for close coordination with any projects that may be developed in the public affairs area that are in line with or supplementary to the objectives of the Compre-

hensive School Improvement Project. This close working relationship will help promote both teacher understanding of the child, his home, and his community, and better adjustment of the school to the needs of the child and of the child to the school.

E. FINANCIAL SUPPORT TO PARTICIPATING UNITS

1. Teacher aides @ $3000 per teaching unit.
2. Senior student interns @ $900 per teaching unit for 1/5 of units participating.
3. Local learning aids @ $640 per "new" teaching unit.
4. Local released time teacher exchange @ $300 per unit.
5. In-service teacher education @ $ 5 per teaching unit.
6. Technological classroom teaching materials @ $860 per "new" teaching unit.
7. Summer readiness program @ $600 per teaching unit.

POLICIES AND PROCEDURES FOR ADMINISTRATION AND SUPERVISION

A. ADMINISTRATION

1. The State Superintendent of Public Instruction shall organize and administer the Project in accordance with policies and procedures adopted by the State Board of Education.

2. The staff employed to administer and supervise the Project shall be employed by the State Board of Education upon recommendation of the State Superintendent.

3. At the local level, the Project shall be administered and supervised by the superintendent of schools with the concurrence of his board of education and all negotiations concerning the Project shall be between the State Superintendent of Public Instruction and the county or city superintendent of schools.

4. All fiscal affairs related to the Project shall be administered by the Controller of the State Board of Education in accordance with policies and procedures approved by the State Board of Education.

5. Upon recommendation of the State Superintendent, the State Board of Education shall from time to time appoint such advisory committees as may be needed in the conduct of the Project.

B. DEFINITIONS AND INTERPRETATIONS

1. **Teacher Aides** are defined as staff members performing assigned non-professional activities in the teaching-learning processes inherent in the organized program of the school.

a. Minimum Qualifications

(1) Have sixty semester hours of preparation in an accredited college or university (College degree desirable)

(2) Be in good physical and emotional health (Note: Teacher aides shall be expected to meet teacher requirements with respect to physical examination and immunization.)

(3) Be interested in the Comprehensive School Improvement Project and be known to possess a friendly and understanding disposition toward children

(4) Be intelligent, cooperative, industrious, and resourceful

b. Illustrative Functions and Duties

(1) Check pupils' work; record and transfer data, including grades; receive any fees or lunch monies and keep records of the same; obtain supplies and materials from stock room; operate duplicating equipment; check attendance

(2) Assist with physical education activities, both indoors and out; assist with field trips; help with the in-room food services at break period; arrange visual and other instructional aids (maps, drawings, models, pictures, transparencies, projectors) for professional staff; attend to any children who become ill or need first aid

(3) Give special assistance to slow learners or pupils who have been absent (under the direction of a professional staff member); assume charge of a class or group within a class during periods of pupil activity; assist with art and music; read to groups of children; obtain reference and resource materials for classroom use; listen to individuals and small groups in practice exercises

(4) Attend to lighting and ventilation, arrange and re-arrange furniture, assist with room decorations

c. Term of Employment and Salary

(1) Teacher aides shall be employed by the county or city board

of education upon recommendation of the superintendent

(2) Teacher aides are to be employed for a term of nine and one-quarter school months and shall be paid a salary of $290 per month. ($3000 per annum is allotted for salary, retirement, and social security.) Their period of employment shall be concurrent with that of classroom teachers

(3) The conditions of employment for teacher aides shall be the same as for other school personnel, however, provisions for sick leave, if any, are to be handled entirely within the local budget and are not reimbursable as a part of this program.

2. **Interns** are liberal arts graduates, who did not prepare to teach and who are not eligible for a Class A Certificate, but who now desire to become certificated as primary teachers. The candidate must be enrolled at a college or university in a program leading to certification as a primary teacher. As a part of the preparation program the intern would spend not less than thirty hours per week as a staff member working with the experimental group. This program contemplates the services of one or more interns during the school year; for example, three interns with three months each or one intern serving the full school term.

Selection and placement of interns shall be within the jurisdiction of the superintendent and the cooperating college or university.

Since only 20 percent of the units may be allotted interns, each must be approved by the director of the Comprehensive School Improvement Project.

Interns are to be paid at the rate of $96 per school month, less any income tax and social security deductions. ($100 per month is allotted for salary and social security.)

3. **Local Learning Aids** are defined generally as instructional supplies and materials including textbooks, library books, magazines, newspapers, art media, films, filmstrips, individualized learning materials, and similar aids to classroom instruction.

Local school personnel, together with the cooperating consultants, shall establish criteria and procedures for selecting such local learning aids as may be essential to the nature and requirements of the proposed experimental program. Such criteria and procedures as are developed shall be submitted to the Project staff for review.

All learning aids shall be purchased by the superintendent of schools.

4. **Local Released Time** is designed to provide participating staff members opportunity: (1) to observe other schools in the Project for purposes of becoming acquainted with children in various sections of the State and seeing the methods and materials used in other experimental schools; (2) to visit out-of-State school systems which are conducting related research in the primary grades; (3) to confer with the consultant (s) and to advise with teacher education students at the cooperating college or university; and, (4) to attend significant State conferences related to the objectives of the Project.

Substitutes will not be required while a participating teacher is away from the classroom for any of the above purposes. The teacher aide will assume her duties during her absence.

Within funds allotted ($300 per unit), participating staff members will be reimbursed actual travel and subsistence costs incurred in the performance of travel authorized by the superintendent. Reimbursement rates are as follows: (1) actual fare when commercial carrier is used or eight cents per mile when personal automobile is used, and (2) actual expenditures for meals and lodging not to exceed ten dollars per day with receipts for hotel expenditures required if visit is within North Carolina. The maximum expenditure for out-of-State travel is fourteen dollars per day.

5. **In-Service Education** is interpreted as consultant services to the participating teachers as purchased from the cooperating North Carolina college or university offering elementary education. Its purpose is basically (1) to provide resource personnel to the schools, and (2) to permit the school to become a laboratory for discovering ways of improving teacher education on the college

or university campus. The consultant service is not to be interpreted as a "college course" with credit. To the extent obtainable, consultants shall be regular staff members at the college or university whose major assignments are in the field of general elementary education or in the specialized areas of reading, writing, arithmetic, elementary school organization, elementary school curriculum, or early childhood education.

The consultant roles include such as the following:

a. Provide and coordinate in-service education opportunities and experiences for the team members and others involved
b. Advise on matters of curriculum and on means of implementing same
c. Assist and guide in the selection of learning aids and technological teaching materials
d. Assist in experimental design and the evaluation of the local project
e. Visit the local setting often and intensively enough to provide meaningful consultant assistance to those concerned

Planning is essential in developing the in-service education program for the full year. Each participating school is to become identified with one institution and one general consultant from that institution; in addition, however, participating schools may from time to time purchase consultant services from other institutions for special assistance in some specialized area of the program.

Funds in the amount of $875 per teaching unit are available for in-service teacher education. It is recommended: (1) that the continuing consultant be retained on an annual basis and that $625 be reserved for his fee, and (2) that the remaining $250 be reserved for the employment of specialized consultants at a negotiated rate not to exceed $50 per day including travel.

6. Television Instruction is to be interpreted as instructional programs conceived, developed, and produced under the direction of the State-level staff for (1) students, (2) teachers, (3) parents, and (4) the public at large.

7. Technological Classroom Teaching Materials are defined generally as instructional equipment (as opposed to supplies), including items such as tape recorders, projectors, and other newer mechanical and electrical aids to learning.

8. Summer Readiness Programs are defined as summer programs of six weeks duration for culturally disadvantaged children who will be entering first grade in September.

C. CRITERIA FOR SELECTION OF SCHOOLS

1. The Project shall be made known to all school superintendents and boards of education and they shall be given opportunity to apply for participation in the Project.

2. Applications shall be reviewed by the State Superintendent of Public Instruction with such staff and advisory assistance as may be needed in consultation with the Executive Director of the North Carolina Fund. Upon recommendation of the State Superintendent, the State Board of Education shall approve applications for participation in the Project.

3. In evaluating applications

a. Priority shall be given (under agreement with the North Carolina Fund) to proposals

(1) originating in school administrative units located in communities having public affairs grants from the Fund,

(2) having consistent records of student retardation and dropouts reflecting potential for improvement, and

(3) permitting geographical and rural-urban representation of the entire State.

b. In addition to the above considerations, priority shall be given to those proposals which

(1) reflect creative and resourceful planning

(2) are uniquely distinctive with respect to methods, media, and experimental value

(3) incorporate research procedures which are definitive and sound

(4) are appropriate to the personnel, facilities, and resources available within the unit

(5) contain innovations in the teaching-learning process which, if found productive and beneficial, could be adopted readily and generally by other administrative units and schools.

D. FISCAL ADMINISTRATION OF THE PROJECT

1. The following financial support shall be provided for participating units:

a. Teacher aides @ $3,000 per teaching unit, including employers cost of retirement and social security
b. Senior student interns @ $900 per teaching unit, including employers cost of social security, for 1/5 of units participating
c. Local learning aids @ $640 per "new" teaching unit
d. Local released time teacher exchange @ $300 per unit
e. In-service teacher education @ $875 per teaching unit
f. Technological classroom teaching materials @ $860 per "new" teaching unit
g. Summer readiness program @ $600 per teaching unit

2. The Controller shall establish and maintain an account for each project approved by the Board, in which shall be recorded the allotments made for the project, payments made to the administrative unit and charged against the allotment, and the unexpended balance of allotted funds.

3. Administrative units will be reimbursed on a quarterly basis for expenditures made for each approved project; Provided, that if local funds in an administrative unit are not sufficient to finance a project for one quarter, the Controller is authorized to make more frequent reimbursement.

4. The Controller shall design and make available to the administrative units reimbursement forms and any other forms necessary for the proper accounting for these funds.

5. The claim for reimbursement for each project shall indicate by budget item the allotment, expenditure, and reimbursement claimed, and allotment balance. The claim for reimbursement shall be supported by a voucher register listing the vouchers issued by the administrative unit for the project and by a copy of the invoices for expense items other than for salaries.

APPENDIX

Application

COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

(Return 5 copies to State Department of Public Instruction, Raleigh, North Carolina)

(Complete separate application for **each** Project)

Administrative Unit .....

A. Summer Readiness Program:

1. School where Program will be located .....

   School Address .....

2. Description of School Community. (An appraisal of the economic, social, and cultural conditions of the community, including reasons why the community was selected, and procedures by which the children will be selected.)

3. Name of teacher .....; certificate rating .....;

   teaching experience last two years (school and grade) .....

   .....

4. Proposed budget (expenditure of $600 allotment)

   (a) teacher's salary for six weeks $.....

   (b) instructional supplies $.....

   (c) mid-morning food services $.....

5. The program is scheduled to begin ..... and
   (date)

   conclude on .....
   (date)

6. By what procedures do you propose to evaluate the effectiveness of this program? (Be specific, indicating techniques, tests, and methods.)

7. The program will be under the immediate supervision of .....
(name)

.....
(address)

B. Regular School Program in Reading, Writing, and Arithmetic:

1. School where Program will be located .....

   School Address .....

2. Projected enrollment at the participating school

   (a) Number students expected in first grade ..... ; second grade ..... ;

   third grade .....

   (b) Number teachers assigned to first grade ..... ; second grade ..... ;

   third grade .....

3. Composition of experimental group

   (a) Approximately ..... student will be in the experimental group, with .....

   of them coming from first grade; ..... coming from second grade; and

   ..... coming from the third grade. (Note: All students may come from first grade, or a combination may be created.)

(b) Brief analysis of traditional patterns prevailing in the community, (ability and achievement levels, parental interest, health factors, etc.)

4. Composition of experimental staff

(a) Name and certification of the three regular teachers

Name	Certification Class
.....	.....
.....	.....
.....	.....

(b) Name of teacher aide and qualifications

Name .....

Training and Experience .....

.....

(c) Name of intern and status of training (if intern is desired)

Name .....

Status of training .....

.....

5. Description of proposed experimental program

(a) What special instructional methods do you propose to use in the program, with particular reference to reading, writing, and arithmetic?

(b) What special instructional materials, teaching aids, and equipment do you propose to use in the program?

(c) How will parents be acquainted with the project and be involved in the program?

6. From what North Carolina college or university do you propose to secure consultant services in pursuing the program and providing in-service education for the participating teachers?

.....

Name of chief consultant.....

7. How do you propose to evaluate the effectiveness of the program? (Describe the research techniques and control factors you will use in determining whether the program is effective.)

8. The program will be under the immediate supervision of (usually the director of instruction)

..... , ...
(name) (title)

.....
(address)

C. **Certification:** We hereby certify that, if this Application is approved, we will comply with the objectives and conditions of the Comprehensive School Improvement Project and with the policies and regulations governing the administration of the Project as approved by the State Board of Education.

.....	.....
Signature, Chairman of Board of Education	Signature, Superintendent of Schools
Date	Date .....

Note: Supplementary materials in support of the application may be attached.

Action of State Board of Education:

Application approved for ..... school year.

.....	.....
Signature, Project Coordinator	Signature, State Superintendent and Secretary
Date	Date .....

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STATE DEPARTMENT OF PUBLIC INSTRUCTION

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